

A Study on the Training Path of “Compound” Teachers from the Perspective of “Integrated Education”

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Abstract: under the trend of thought of “integration education” movement, “compound” teachers are paid more and more attention by the educational circles. Based on the analysis of the concept and connotation of “fusion education”, this paper expounds the necessity and propriety of the historical coupling between “compound” and “fusion”, analyzes the present situation and problems of the cultivation of “compound” teachers from the perspective of “fusion education”, and puts forward the training path of “compound” fusion education teachers: first, it is necessary to establish the “integration education” mechanism of “compound” teachers. Second, it is necessary to establish the concept of “integration education” of “compound” teachers; third, to optimize the “integration education” of “compound” teachers. The fourth is to train the “integration education” ability of “compound” teachers, and the fifth is to stimulate the independent development motive force of “compound” teachers “integration education”.

1. Introduction

In the 1950s and 1960s, under the influence of philosophical ideas and values such as the concept of equal human rights, North America and the northern European countries set off a “normalizing trend of thought”, also known as “returning to the mainstream” or “integration” movement, which opened up the “integration education movement”. The “integrated education movement” and the “inclusive education movement” promote each other, practice and verify each other, and gradually form the main tone of “everyone should enjoy the right to education”, which reflects the demands of all mankind for educational fairness. The core idea and idea of “integration education” is to make every child's education “at least restricted environment” and respect “individual”. Make good use of the “resource classroom” and so on.

The “compound” special education teachers were first put forward under the background of the extensive promotion of the “combination of medical education” experimental project, which means that the omnipotent teachers who not only master the relevant knowledge of special pedagogy, but also understand the rehabilitation knowledge of various special children. [1] but “compound” teachers do not represent “omnipotence”. As a matter of fact, it is impossible to train all students into “omnipotent” teachers because of the difference of interests and hobbies, the heterogeneity of knowledge structure and the uniqueness of personality ability. The training of “compound” teachers has a certain policy background, and its policy provisions appear for the first time in *Opinions on Strengthening the Construction of the contingent of Special Education Teachers*, it is pointed out that: “to reform the training mode, actively support the cooperation between normal colleges and medical colleges, promote the intersection of subjects, train special education teachers with compound knowledge and skills, and rehabilitation professional and technical personnel.” To cultivate the educational and teaching ability of normal students to guide students with disabilities in regular classes. [2] in January 2014, the Ministry of Education issued *the Plan for the Promotion of Special Education (2014 / 2016)*. It is pointed out that “colleges and universities should be encouraged to set up special education courses in normal majors, to cultivate the inclusive educational concept of normal students and to guide students with disabilities to study in regular classes. “[3] in August 2014, *the opinions of the Ministry of Education on the implementation of the Outstanding teacher training Plan* defined the objectives and contents of the reform of the training model of excellent special education teachers: to meet the needs of the development of special

education in the new period, exploring the joint training mechanism of normal colleges and medical colleges, as well as the integration and training mechanism of special education and subject education will be the focus, adhere to the combination of theory and practice, promote the intersection of disciplines, and train a group of excellent special education teachers with loving, excellent quality and compound knowledge and skills. [4]

The concept of “inclusive education” is not only the trend of the future development of the world, but also the final development result of “integrated education”. The concept of Chinese-style integrated education, “studying in class”, has always become the cornerstone of promoting the cultivation of “compound” teachers and the deep-seated internal cause of the cultivation of special education teachers with compound knowledge and skills. The coupling of the two has its historical inevitability and logical necessity.

2. The Present Situation and Problems of the Cultivation of “Compound” Teachers from the Perspective of “Integrated Education”

The Eleventh Five-Year Plan for the Development of Disabled Persons in China has long been put forward: To strengthen the construction of the talent team of special education teachers. It is necessary to create the conditions for the establishment of special education teachers and colleges, to open special education majors or courses in normal colleges and universities, and to increase the number as well as improve the quality of special education teachers. [5] *The Law on the Protection of the Disabled Persons* (Article 28): The State has plans to conduct special education classes at all levels, with special education classes and training available in normal colleges, special education teachers can be trained and developed; Besides, open special education courses and teach relevant content in normal normal schools to ensure the general teachers grasp the necessary Special education knowledge. [6] However, it is not embodied and effectively implemented in the training of the school personnel, especially in the teacher training of the general subject education of the normal class. The current general subject education professional teacher training system and special education professional teacher training system are still independent and not fused. The pre-service and post-service education of the general subject education professional teacher seldom includes special education knowledge skills, and the acquisition and assessment of the teacher's qualification certificate is basically without special education professional requirements.[7] Therefore, the so-called “compound” is “special education profession” + “general subject knowledge” rather than “general subject profession”+ “special education professional knowledge”. In the real sense, “compound” should be an integrated mode to adapt to the new requirements of special education teachers, resource teachers, especially teachers in regular classes, and transfer their function to “education, rehabilitation, and guidance” including subject education ability, diversity education ability, individualized plan development ability and rehabilitation education and family education guidance ability, which contributes to the organic integration and all-round development of subject education and teaching ability, rehabilitation ability and general education ability.

3. The Training Path of “Compound” Teachers from the Perspective of “Integrated Education”

(1) To establish “integrated education” mechanism for “compound” teachers

The cultivation mechanism of “compound” teachers should be based on the cultivation concept of “integrated education”, and the concept determines the mechanism. Firstly, it should be clear that the development of “integrated education” is not the “proprietary field” or “private business” of special education. The cultivation of “compound” teachers is closely related to the reform of the whole teaching field and the reconstruction of teacher's literacy. The “compound” teacher under the concept of “integrated education” should have full inclusive, more honest acceptance, more diverse education and teaching ability and teacher's literacy. This relates to the revision of the teacher's professional standards. At present, the policy in the field of special education is “difficult to support” and “embarrassing”, and it is difficult to effectively promote the key and important issues,

such as the reconstruction of teachers' literacy and the reconstruction of training system. Therefore, from the height of educational development and taking educational reform as an opportunity, we should add integrated educational literacy to the pre-service training of teachers majoring in general subject education, the post-service training of in-service teachers and the examination of professional qualifications, which should be embodied concretely in the laws and regulations of the construction of teaching staff to strengthen the integrated educational concept of teachers majoring in general subject education and improve the perceptual understanding of integrated education of subject teachers through study, training and assessment and other practical sections.

In terms of curriculum design, although a number of national documents point out that special education courses should be offered in general majors. However, the training scheme of general specialty has not been embodied at all. There is basically no “fusion curriculum”, as the fusion theories, fusion thoughts and fusion skills are mere formality. Fusion is always isolated, and the training of “compound” teachers in regular class is always in its infancy. Therefore, it is necessary to optimize the curriculum under the concept of integration, improve the training scheme, and build a suitable environment for the training of “compound” teachers.

(2) To develop the concept of “integrated education” for “compound” teachers.

In 2008, the World Conference on Education, on the theme of “Inclusive Education: The Way to the Future”, fully reflected the world's demand for education. As the realization path of the “all-inclusive education”, the “fusion education” is generally concerned and widely accepted by the society. However, it is not scientific and unreasonable to limit the “fusion education” to the field of “special education”. It is a narrow understanding and integration of Chinese-style “all-inclusive education”. The “compound” teacher needs to construct the belief of the integration education, and needs to enhance the sense of faith in the integration education practice. [8] To recognize the “the right to equal education for all” is the philosophy of education and value identity, and the affirmation of the difference and diversity of children's education is the value connotation of “integration” education. Establishing benevolence and sincere acceptance of humanistic feelings is the humanistic connotation of “integration” education. Understanding the individual difficulties of special children, accepting students in an all-round way, and building up the belief of integrated education are more critical than mastering the professional knowledge and educational skills of special education. It is necessary to actively carry out the education of teachers' morality and style, the education of humanistic education, the education of students' growth value, and adopt the way of reflective coaching, so that teachers can construct the sense of belief of integrated education in self-reflection, and strengthen the sense of responsibility of carrying out fusion education.

(3) To optimize the “Integration Education” Literacy of “compound” Teachers

The Professional Standard for Special Education Teachers (trial) provides the basis for the personnel training, on-duty training and professional development of special education teachers, and points out the direction. In practice, integrated education teachers include general subject teachers, resource teachers who provide individualized resources, and itinerant teachers at all levels. No matter what kind of role “compound” teachers play, they should be rooted in the realistic conditions and actual needs of promoting integrated education in our country, to enrich the connotation and clarify the requirements of integrated educational literacy of “compound” teachers. At present, based on *the Teachers' Professional Standards* at all stages, “compound” teachers integrate educational literacy can earnestly develop the inclusive educational concept that all children can be fully accepted and receive education, the ability of individualized education, family education guidance technology, itinerant guidance technology. Even higher levels of professional help and rehabilitation training techniques, and the integration of guidance and consultation techniques for teachers can be achieved as well. At the same time, the quality of educational structure is optimized and coordinated.

(4) To train the “integrated education” ability in “compound” teachers

It is necessary to play the role of the cooperative community of “U-G-S” education, which “universities, local governments and primary and secondary schools” cooperate with each other, support each other and promote each other, regardless of the pre-service or the post-service

“compound” teacher. Making good use of this model is an effective organizational structure to realize the ability of “compound” teacher “integration education”, which is beneficial to the teaching research in colleges and universities, the observation and study of normal school students, and the professional growth of teachers in basic education schools by “responsibility shouldering, resource sharing, complementary advantages and win-win cooperation”. [8] It is obligatory for the functional department to actively publicize integrated education, introduce relevant policy support, enhance the social acceptance and understanding of integration education, and to improve the understanding of the importance of integration education; As for the colleges and universities, on one hand, they should make a detailed and systematic investigation and research on the present situation and existing problems of the development of integrated education, so as to provide scientific decision-making basis for government decisions and policies, on the other hand, the scientific research they conduct should face teacher education itself, to optimize the integrated educational literacy of “compound” teachers and reform the training curriculum of the integrated education for “compound” teachers; last but not least, the primary and secondary schools should take full advantages of the front-line priorities, actively carry out action research and practice the concept of “integration education”. The combined “compound” teachers provide the most reliable material for the improvement of educational effect, the construction of teachers' literacy and the development of teachers' profession. They contribute to the improvement of education quality by accumulating the most valuable experience and verifying the rationality and scientificity of national policies and researches.

(5) To stimulate the self-development motivation of the “compound” education in the “fusion” teachers

The main source of teacher's independent development is from three aspects. The first is a steady stream of power – an infinite love for the teacher's career. The “compound” teachers may be in the less dominant sense of achievement of the child's education, or even suffer a frustration. But the idea of “not one less” brings the sense of accomplishment to the teacher, as the emergence of a problem child often affects the lives and work of at least three families, and the growth and progress of a problem child also saves three families. This feeling of gain is not owned and experienced by a general teacher. With the heart of and the power of great love, “compound” teacher can really regard teaching as a career and develop a strong sense of professional identity which are the core and the most fundamental reason for professional development. The second is the constant pulling force - reflection. Reflection brings sublimation, theoretical value and autonomy of professional development. There are many ways of reflection, a variety of forms to adopt; reflection depth varies, which depends. However, reflection adds something irreplaceable to action, and results in qualitative changes, which are conducive to the development of metacognition ability. The third is the vitality of vigorous development - the sense of ownership. On the one hand, guide teachers to link their careers to the development of the school, strengthen their sense of ownership by fully integrating into the development of the fate of the school. On the other hand, it is necessary to guide teachers to focus on real problems, solve real problems, and achieve teachers' professional development in their own actual problems.

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